



Studies in the News for



Children and Families Commission

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Introduction to Studies in the News

Studies in the News: Children and Family Supplement is a service provided to the First 5 California Children and Families Commission by the California State Library. The service features weekly lists of current articles focusing on Children and Family policy. Prior lists can be viewed from the California State Library's Web site at <http://www.library.ca.gov/sitn/ccfc/>.

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- When available on the Internet, the URL for the full-text of each item is provided.
- California State Employees may contact Information Services at (916-654-0261; csinfo@library.ca.gov).
- All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.

The following studies are currently on hand:

IMPROVED CHILD DEVELOPMENT

Hawai'i P-3 Initiative: Findings from the First Year of the Evaluation. By Gail L. Zellman and M. Rebecca Kilburn. Sponsored by the University of Hawaii. (Rand Corporation, Santa Monica, California) 2011. 74 p.

Full text and summary at: http://www.rand.org/pubs/technical_reports/TR921.html



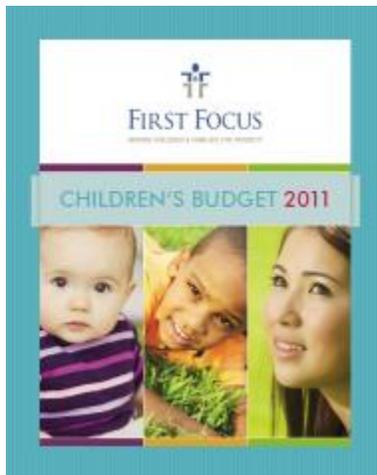
[“Recent efforts to improve K-12 educational outcomes have had mixed success. One possible reason is that many students entering kindergarten lack the basic skills to succeed in school. In 2007, with support from the W. K. Kellogg Foundation, Hawai'i launched its P-3 (preschool through third-grade) initiative, the early childhood component of the state's P-20 (preschool through higher-education) work. The initiative is overseen by the P-20 Partnerships for Education, housed at the

University of Hawai'i, and its goal is for every child in the state to read at grade level by third grade. The first year of RAND's multiyear evaluation of the P-3 initiative examined plans, activities, and policy in two demonstration sites and at the P-20 level. The focus was on identifying and developing measures to assess progress and determining how the system underlying P-3 monitors, incentivizes, and supports efforts to promote early literacy. The evaluation team worked with the two demonstration sites and the P-20 team to refine logic models that will help identify measures to assess P-3 implementation and progress. The findings are organized according to seven focus areas and rely, in part, on a five-component systems-change framework intended to help align ongoing efforts and promote the goals of the individual sites and the P-20 partnership." Rand Corporation.]

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Children's Budget 2011. By First Focus. (First Focus, Washington, DC) 2011. 156 p.

Full text at: http://www.firstfocus.net/sites/default/files/FirstFocus_2011.pdf



[“Children's Budget 2011’ is the latest edition of the First Focus Children's Budget series. The book provides an analysis of the over 180 federally funded programs that are aimed at enhancing the well-being of our nation's children, and how their appropriations levels have changed over the past five years. This year's publication reveals that investments in children as a percent of total federal spending peaked at a five year high of 9.2 percent in 2010, but fell to 8.4 percent in 2011. The report further explains that had it not been for the one-time infusion of funding provided by the economic legislation known as the American Recovery and Reinvestment Act (ARRA), spending on children's programs in 2010 and 2011 would

have been significantly lower. At a time of economic decline, when demand for services like the Children's Health Insurance Program and Medicaid, child care, food stamps, and other programs have increased, the share of spending on children's programs in 2011 would have declined to levels below 2007 without the ARRA funding. The programs currently benefiting from these additional resources will face a crisis budget situation as ARRA funding ends over the next year and policymakers propose cuts in the debt ceiling debate.”]

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Kid's Share 2011: Report on Federal Expenditures on Children through 2010. By Julia Isaacs, Brookings Institution and others. (The Urban Institute, Washington, DC and the Brookings Institution, Washington, DC) July 2011. 32 p.

Full text at: http://www.brookings.edu/reports/2011/0721_kids_share_isaacs.aspx



[“Federal expenditures on children in 2010, the most recent year of data, were affected by the immediate crisis of the recession of the late 2000s as well as by long-term trends. In response to the recession and an unemployment rate that averaged 9.7 percent, the federal government increased its spending on children. The children's share of the federal budget was 11 percent in 2010, slightly higher than in 2009 and considerably higher than it was 50 years ago. This increase is temporary, however, with the children's share of the budget expected to shrink to less than 8 percent by the end of the next decade. Absent reform of current law, federal spending on children is projected to fall over the next several years, whether measured in real dollars, as a share of the federal budget, or as a share of the economy. Between 2010 and 2015, for example, outlays on children are projected to fall from \$374 billion to \$339 billion, a decline of 9 percent. As the temporary boost in spending under the American Recovery and Reinvestment Act of 2009 (ARRA) comes to an end, federal spending on education and certain other programs for children will fall dramatically.... While this report primarily focuses on federal expenditures, it also provides information about spending by states and localities, which contribute as much as two-thirds of total spending on children. State and local budgets have been hard hit by the recession, and much of the temporary increase in federal spending under ARRA was designed to substitute for or cushion state and local spending cuts.]

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Pre-K as a School Turnaround Strategy. By Anthony Q. Buenafe. (Pre-K Now, Washington, DC) 2011. 8 p.

Full text at: http://www.preknow.org/documents/SchoolTurnaround_July2011.pdf

[“Both state and local school systems, recognizing the strong and growing evidence of pre-kindergarten’s effectiveness in closing achievement gaps, are implementing early learning programs as part of their education reform efforts. In low-performing districts, pre-k has emerged as a promising turnaround strategy, reaching children before they become low-achieving middle and high school students. This issue brief from Pre-K Now entitled ‘Pre-K as a School Turnaround Strategy,’ highlights how investing limited funds

in proven early education programs can raise student achievement and improve school performance.” Pre-K Now.]

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Building and Supporting an Aligned System: A Vision for Transforming Education Across the Pre-K-Grade Three Years. By the NAESP Foundation Task Force on Early Learning. (National Association of Elementary School Principals Foundation, Alexandria, Virginia) 2011. 10 p.

Full text at: <http://www.naesp.org/transforming-early-childhood-education-pre-k-grade-3>



[“This report describes a vision to guide the hard work involved in aligning early childhood and elementary education. The Task Force envisions a carefully planned, standards-based and well-resourced pre-K-grade three system in which all children and families have access to high-quality learning and care. Policy, funding, and practice are aligned to provide communities with the necessary infrastructure to ensure positive early

learning experiences. Programs are based on a strong foundation of evidence and data. Teachers and leaders are trained, compensated, and supported in the classroom. And expectations for children and for educators include all aspects of early child development and learning, rather than only subjects addressed in standardized achievement tests. To achieve this vision the Task Force recommends 10 action steps for policymakers and other stakeholders....”]

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EZ at 2: Simple Assistive Technology Ideas for Children Ages Birth to Three: A Guide for Increasing Young Children’s Participation in Daily Activities and Routines. By the PACER Center and the Tots ‘n Tech Research Institute. (The Center, Minneapolis, Minnesota) 2011. 31 p.

[“Welcome to EZ AT II, a guide for parents and professionals who want to help infants and toddlers with disabilities participate more fully in daily activities. This guide shows how using simple assistive technology (AT) can help children with disabilities from birth to age 3 reach that goal. AT refers to a wide range of products, devices and strategies that help increase or improve a person’s ability to participate in life activities such as playing, reading, communicating, etc. AT opens doors of possibilities and can help infants and toddlers develop important developmental and early learning skills. This guide is a collection of ‘Ideas to Share’ from the Tots-n-Tech Project. The ideas have been expanded to include easy-to-follow directions, as well as a glossary and vendor list so materials, supplies and AT can be easily located. An item that is listed in the glossary

will be tagged in the AT idea. Children with disabilities have the potential to achieve great things. The more fully children can participate in activities, the more likely they are to reach that potential. The activities in this book can be a bridge to such success.”]

Full text at: <http://www.pacer.org/stc/pubs/EZ-AT-book-2011-final.pdf>

For older children: Assistive Technology Activities for Children Ages 3-8 with Disabilities: 60 p. <http://www.pacer.org/stc/pubs/ezat.pdf>

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Mobilizing Business Champions for Children: A Guide for Advocates. By Sara Watson, Partnership for America’s Economic Success. (The Pew Charitable Trusts, Washington, DC) March 2011. 42 p.

Full text at:

http://www.partnershipforsuccess.org/uploads/20110511_MobilizingBusinessChampionsChildren.pdf



[“Effectively engaging the business community requires an understanding of its priorities, perspectives and needs and a familiarity with the vocabulary of workforce and economic development. It also requires sensitivity to the demands on executives’ time and awareness of the extent to which they, their companies, their industries and their business organizations already participate in advocacy. Making the most of a short meeting means being informed about what they already know, sharing new data and messages and offering an array of opportunities to influence policy. This guide is intended to: - help advocates better understand the business community and its role in public policy; - provide guidance on communicating the economic importance of investments in young children; and - outline specific strategies for engaging corporate leaders in advancing evidence-based policies.”]

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Business Champions for Young Children. By Sara Watson, Partnership for America’s Economic Success. (Pew Center on the States, Washington, DC) June 2011. 5 p.

Full text at:

http://www.partnershipforsuccess.org/uploads/20110531_PAESBusinessLeadershipWebVersion.pdf

[“Concerned about the future of their companies, their states and the nation, many employers want to see public resources committed to evidence-based programs that will set young children on the right course to become productive, healthy adults. America needs employees who are well prepared - but we’re not getting them: - The majority of fourth or eighth graders are not proficient in both math and reading in any state. - Only 25 percent of 17- to 24-year-olds would qualify to serve in the military. The rest cannot meet physical, mental or behavioral standards for service - standards that are similar to those many businesses use in hiring. This failing workforce pipeline can be repaired - but we have to start early. The first years of brain growth and emotional development form the building blocks of success in school, work and life.”]

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Podcast: A Tool for Mapping School Readiness, Neighborhood by Neighborhood. With Lisa Guernsey, New American Foundation and Elizabeth Groginsky, United Way Worldwide. (The Foundation, Washington, DC) July 12, 2011. Podcast. Program length: 21:23.

Podcast at:

http://earlyed.newamerica.net/blogposts/2011/podcast_a_tool_for_mapping_school_readiness_neighborhood_by_neighborhood-54674

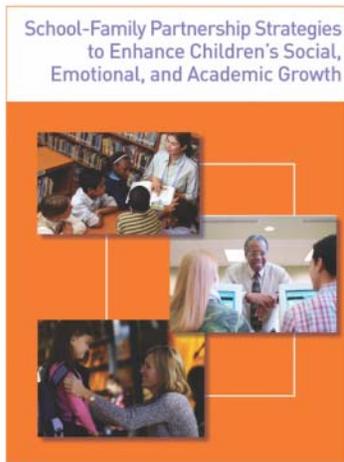
[This podcast “will explore one tool described as a ‘school readiness’ assessment - the Early Development Instrument, or EDI for short. The United Way World Wide has been using the EDI in conjunction with the UCLA Center for Healthier Children Families and Communities in a growing number of cities and counties around the country. Its purpose is to enable schools and communities to collect information on which children in their neighborhoods are arriving in school with vulnerabilities. Are some of them lagging in social-emotional development? Are they able to communicate using words and sentences instead of crying or shutting down? Of the children who are most vulnerable, are their neighborhoods offering sufficient resources to their families, such as high-quality child care programs or preschools? Our guest is Elizabeth Groginsky, early childhood director for the United Way Worldwide, who describes how EDI provides information at the neighborhood level so that maps can be created, school by school, and neighborhood by neighborhood, to show which geographic areas may need special attention.” Early Ed Watch Blog (July 12, 2011.)]

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IMPROVED FAMILY FUNCTIONING

School-Family Partnership Strategies to Enhance Children's Social, Emotional, and Academic Growth. By M. I. Albright and others. (National Center for Mental Health Promotion and Youth Violence Prevention, Education Development Center, Inc., Newton, Massachusetts) 2011. 12 p.

Full text at: http://casel.org/wp-content/uploads/School-Family-Partnership-Strategies-Brief_2011.pdf

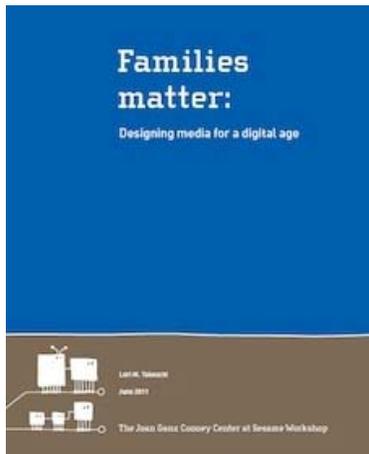


["When educators and parents work together as partners, they create important opportunities for children to develop social, emotional, and academic competencies. This brief provides educators with strategies to promote children's social, emotional, and academic development using school-family partnerships. We begin with an overview of social and emotional learning (SEL) and school-family partnerships (SFPs) and a discussion of the important relationship of SFPs and SEL, which we illustrate with examples from an SFP framework. We conclude with suggestions of how educators can immediately begin to apply these strategies to build and nurture successful SFPs."]

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Families Matter: Designing Media for a Digital Age. By Lori Takeuchi. (The Joan Ganz Cooney Center at Sesame Workshop, New York, New York) June 2011. 60 p.

Full text at: http://www.joanganzcooneycenter.org/upload_kits/jgcc_familiesmatter.pdf



["This report focuses on two complementary studies that document how families with young children are integrating digital media into the rhythm of daily life. Results from a survey of more than 800 parents of children ages 3 through 10 reveal how parents nationwide feel about raising children in a digital age. In-depth case studies provide further insight into these statistics, probing how parent attitudes toward technology, along with family values, routines, and structures, are shaping young children's experiences using digital media. This research assumes an ecological view of development and learning, which considers the many different spheres of influence - from parents to peers to the social and economic context - that a child now must navigate while growing up."]

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“Head Start and the Changing Demographics of Today’s Young Children.” By Olivia Golden.

“Immigrants Raising Citizens: Undocumented Parents and Their Young Children’s Development.” By Hirokazu Yoshikawa.

IN: NHSA Dialog Briefs, vol. 14, no. 1 (Summer 2011) 7 p.

[“During the past decade, immigration has been a major contributor to America’s rapidly changing demographics and to the diversity of young children and vulnerable families served by Head Start and Early Head Start providers. This Dialog Brief contains two papers exploring the implications of diversity and immigration for the Head Start community. Olivia Golden describes the increasing diversity of America’s young children and their families and makes recommendations about how Head Start and Early Head Start practitioners can best address the changing backgrounds and experiences of these children. Using data from his new book, ‘Immigrants Raising Citizens: Undocumented Parents and Their Young Children,’ Hirokazu Yoshikawa recounts the experiences of undocumented parents and their young children, explores the implications of these experiences for their children’s development, and presents recommendations for early childhood education practitioners and policy makers.”]

Full text at: http://www.nhsa.org/files/static_page_files/4285130C-1D09-3519-ADD7A0A961907161/DialogBriefs_V14.pdf

Selected past issues of Dialog Briefs at: http://www.nhsa.org/research/dialog_briefs [\[Back to Top\]](#)

The Mexican-American Boom: Births Overtake Immigration. By Paul Taylor, Pew Hispanic Center and others. (The Center, Washington, DC) July 14, 2011. 11 p.

Full text at: <http://pewhispanic.org/files/reports/144.pdf>

[“Births have surpassed immigration as the main driver of the dynamic growth in the U.S. Hispanic population. This new trend is especially evident among the largest of all Hispanic groups - Mexican-Americans, according to a new analysis of U.S. Census Bureau data by the Pew Hispanic Center, a project of the Pew Research Center. In the decade from 2000 to 2010, the Mexican-American population grew by 7.2 million as a result of births and 4.2 million as a result of new immigrant arrivals. This is a change from the previous two decades when the number of new immigrants either matched or exceeded the number of births.”]

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IMPROVED HEALTH

Early Childhood Policy Focus: Healthy Eating and Physical Activity. By David Murphey and others. IN: Child Trends: Early Childhood Highlights, vol. 2, no. 3 (July 25, 2011) 9 p.

Full text at:

http://www.childtrends.org/Files//Child_Trends_2011_07_25_ECH_HealthyEating.pdf

[In this brief “Child Trends reviews recent data and current research on nutrition and exercise habits of young children under the age of six. A number of factors affect these habits, including personal choices by parents and children, financial constraints (such as the availability, accessibility, and cost of healthy options), and public policies. Research on these factors offers insights into ways to encourage the development of healthy eating and physical fitness habits in early childhood and beyond. It is well known by now that poor diet and lack of exercise contribute to obesity, which has been associated with higher rates of many diseases (e.g. diabetes and heart disease). According to the most recent Healthy Eating Index, the US Department of Agriculture's measure of diet quality, children (ages 2-5) scored an average of 60 (of 100) points for healthy eating. The wide availability and variety of passive entertainment media (television, video games, computers, etc.) may be negatively affecting the level of children's physical activity. The brief notes several ways that state and local policies support better nutrition for low-income households, such as through nutrition assistance programs and through state policies on housing and food assistance that directly affect food insecurity. Policy makers might also consider improving access to healthier foods in state- and federally-funded food programs, and improving neighborhood access to healthier food choices and to safe, affordable exercise options.” Child Trends (July 26, 2011.)]

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Compendium of Preschool through Elementary School Social-Emotional Learning and Associated Assessment Measures. By Susanne A. Denham, George Mason University and others. (CAESEL: Collaborative for Academic, Social, and Emotional Learning, Chicago, Illinois and the University of Illinois at Chicago, Department of Psychology, Chicago, Illinois) October 2010. 134 p.

Full text at: http://casel.org/wp-content/uploads/2011/04/Compendium_SELTools.pdf

[“In this compendium we focus on tools to assess the social and emotional learning (SEL) of preschool and elementary school students (i.e., five- to ten-year-olds), along with aspects of the contexts in which they learn and their learning behaviors. These assessment measures are intended for researchers and those in the applied research community - for example, educators and social workers - who may find them useful in their work with groups of children. Increasingly, SEL has been shown to be critical to children’s success in school, both academically and socially.... We have identified five core SEL competencies: self-awareness, self-management, social awareness, responsible decision-making, and relationship/social skills....”]

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2010 Symposium on Early Childhood Caries in American Indian and Alaska Native Children: Summary. By the Council on Access, Prevention and Interprofessional Relations, American Dental Association. (The Association, Chicago, Illinois) 2011. 18 p.

Full text at:

http://www.ada.org/sections/professionalResources/pdfs/2010_ecc_symposium_report.pdf

[“Caries in the primary dentition - often referred to as early childhood caries or ECC - is a chronic disease that has a relatively low prevalence and minimal morbidity among many populations of U.S. children. In contrast, for many American Indian and Alaskan Native (AI/AN) communities, ECC prevalence for young children is extremely high - approximately 300 percent higher than the U.S. all races prevalence. Of far more importance than simple prevalence, caries in the primary dentition among AI/AN children results in a very high burden of disease, with over 25 percent of children in some communities requiring full mouth restoration under general anesthesia prior to entering kindergarten. This represents a rate that is about 50 to 100 times that of U.S. all races children. In addition to the considerable short term morbidity from severe caries early in childhood, it also often predisposes a child to a lifetime of dental disease.”]

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Mobile and Portable Dental Services in Preschool and School Settings: Complex Issues. Issue Brief. By Beverly Isman and others. (Association of State and Territorial Dental Directors, Sparks, Nevada) February 2011. 16 p.

Full text at: http://www.astdd.org/www/docs/Mobile-Portable_ASTDD_Issue_Brief_final_2.29.2011.pdf

[“This issue brief will provide an overview of the complex issues that confront communities and states around mobile and portable dental care provided in educational settings such as preschools, Head Starts and K-12 schools. This document will:

- Explore underlying issues for using mobile or portable dental care systems
- Provide some examples from communities and states
- Suggest questions to ask for making decisions about starting such programs
- List resources for those looking to start or expand such programs
- Suggest recommendations for action or further research that would clarify or resolve some of the issues.”]

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Tooth Tutor: A simplified Oral Health Curriculum for Grades Pre-K to Grade 12. By Joella Pyatt, Washington State Department of Health Oral Health Program and others. (The Department, Olympia, Washington) Second edition, 2011. 171 p.

Full text at: http://here.doh.wa.gov/materials/tooth-tutor/15_ToothTutor_E11L.pdf

[“The 2011 ‘Tooth Tutor’ is designed to be user-friendly. This edition is composed of: - Ten units that describe oral health practices to maintain a healthy mouth; - Class activities tailored to different grades (Pre-K to 12); - Handouts or master copies for each class activity; - Accompanying letters to parents/caregivers to make them aware of what the student learned in class, and how to support their children’s good oral health habits; - Extra background information for educators to support a successful teaching experience. The unit topics are generally interchangeable between grades. Educators are encouraged to adapt the units and related class activities to their student level.”]

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IMPROVED SYSTEMS OF CARE

Professional Development Needs of Directors Leading in a Mixed Service Delivery Preschool System. By Sharon Ryan, Rutgers and others. IN: ECRP: Early Childhood Research and Practice, vol. 13, no. 1 (2011) 16 p.

Full text at: <http://ecrp.uiuc.edu/v13n1/ryan.html>

[“This paper reports on an interview study with directors of Head Start and child care programs who are collaborating with local education authorities to provide publicly funded preschool in New Jersey, USA. A standardized interview protocol was utilized with 98 directors chosen to represent a range of center types from across the three main regions of the state. Interviews were conducted over the phone. The study examined the kinds of preparation that these directors received for their work as program leaders, the areas that these directors identified as strengths and weaknesses, and the kinds of professional development that they perceived as necessary to perform their jobs well. Results indicate that given the wide range of qualifications and work experiences among directors in this mixed service delivery system, targeted professional development focusing on both administration and early childhood content is needed. These findings suggest that policy makers and administrators of preschool programs should conduct needs assessments of their preschool directors and school leaders to ensure that professional development opportunities address different levels of experience and expertise appropriate for leaders working in these systems. Because of the complexity of leading programs with mixed sources of funding and policy mandates, it is also suggested that competencies be articulated for preschool leaders and that institutions of higher education develop early childhood leadership preparation programs.”]

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Pathways and Partnerships for Child Care Excellence. By the Office of Child Care, Administration for Children and Families, U.S. Department of Health and Human Services. (The Department, Washington, DC) n.d., 5 p.

Full text at: <http://www.acf.hhs.gov/programs/ccb/ta/pubs/pathways/>

[“More than 12 million American children regularly rely on child care to support their healthy development and school success. Of these, over 1.6 million children receive a child care subsidy from the Child Care and Development Fund (CCDF) program each month. In addition, CCDF helps leverage child care investments from the Temporary Assistance for Needy Families (TANF) program and other funding streams, resulting in financial support to make child care more affordable for a total of 2.5 million children each month. Each year, CCDF invests over \$5 billion (\$7 billion in 2009 from the American Recovery and Reinvestment Act), plus additional funds transferred from TANF to CCDF. States, Territories, and Tribes annually spend \$1 billion to support child care quality improvement, resulting in better learning environments and more effective caregivers in child care centers and family child care homes across the country.... In everything that we do, OCC [Office of Child Care] is focusing on raising the bar on quality in child care across the country. We are especially concerned about the quality of care for children in low-income families, because research shows that child care quality matters even more for these children.”]

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CONFERENCES AND OPPORTUNITIES

Webinar: Narrowing the Achievement Gap by Expanding Time in School: What Educators Need to Consider. August 10, 2011.

More information at:

<https://event.on24.com/eventRegistration/EventLobbyServlet?target=registration.jsp&eventid=336323&sessionid=1&key=74B7CD3A3C7157F94AB9D7CD3D75D261>

[“Expanding the school day or year is one strategy educators are employing to try to narrow the achievement gap. How schools use that time, experts say, should be tailored to meet the needs of individual schools. At the same time, though, there are proven policies and practices schools need to adopt to reach their goals. Finding that balance is tricky. Some schools have succeeded; others have failed. As more schools move toward expanded learning time using state or federal funding, what kinds of model designs should they choose, what tools are out there to help them, and what should their expectations be? Join us for a webinar that explores what educators should consider when implementing an expanded learning time model. Presenters: Jennifer Davis, executive director, National Center for Time and Learning and Emily McCann, president, Citizens Schools.]

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**Webinar: Closing the Academic Achievement Gap for African-American Boys.
Hosted by Education Week. August 23, 2011.**

More information at:

<https://event.on24.com/eventRegistration/EventLobbyServlet?target=registration.jsp&eventid=336330&sessionid=1&key=CF70428DC8EB1F8EAFE1873594B9BC84>

[“Join two leading experts, Oscar A. Barbarin III, Hertz Endowed Chair in Psychology, Tulane, and Aisha Ray, senior vice president for academic affairs and dean of faculty at the Erikson Institute, for an in-depth look at preparing teachers to foster social and emotional development in children, with a focus on supporting African-American boys to do well in the early years of school. They’ll explain how by holistically addressing the needs of African-American male students, we can close the achievement gap between them and other groups of students.”]

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PACE 42nd Annual Education Conference. Sponsored by the Professional Association for Childhood Education. October 14-16, 2011. Crowne Plaza Anaheim Resort, Garden Grove, California.

For more information: <http://www.pacenet.org/Conferences.aspx?EventType=CONF>



[“Join us for this unforgettable two-day education conference for owners, directors and teachers of early care and education.”]

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